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ABSTRACT

This literature search represents what is considered to be a majority of the relevant information on ABE staff training that has appeared post-1965. Primary focus of the search was on identifying concrete models for possible replication; however, other material that has practical or descriptive value for the field of adult basic education is also included. The search results are discussed in the following chapters: Comprehensive ABE Training Program, Research Models; and Program Models. Conclusions reached as a result of the search are that there is little innovation in ABE staff training; little effort has been made to utilize existing knowledge about staff training to create effective training programs; and staff must be taught by trainers using the desired techniques before ABE staff adopt these techniques. Suggestions are made for a general ABE training model. (DB)

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ADULT BASIC EDUCATION STAFF TRAINING

LITERATURE SEARCH

Prepared by

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AC 008 764

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INTRODUCTION

The following literature search and appended bibliography do not include all of the writings which exist in the areas researched. However, they are felt to represent, in the researchers' opinion, a majority of the relevant information which has appeared post-1965.

Although the researchers were primarily interested in identifying concrete models for possible replication, considerable effort was spent on the identification of other writings which appeared to have practical or descriptive value for the reader or for the field of adult basic education.

I. METHODOLOGY

Several methods were employed to perform as thorough a literature search as possible. Standard bibliographic references were systematically screened. Entry into the references was made by searching for writings which had in their title the name of one of the areas of interest, e.g., teacher-training, administration, etc. Among the references screened in this manner were: The Review of Educational Research, The Education Index, Readers Guide to Periodic Literature and the author and subject card files of the Library of Congress, George Washington University and the University of Maryland. A less rewarding approach in the identification of models was the examination of bibliographies of adult education. Many of these were prepared pre-1965 and are thus considered less relevant to the project goals. A final approach was to systematically examine the volumes of selected journals which were directly related or which impinged upon the field. Included in this search were: Adult Education, Adult Leadership, Modern Language Journal, Modern Language Abstracts, PMLA (Publications of the Modern Language Association),

Journal of Teacher Education, Convergence, AV Instructor, and TESOL Quarterly.

In addition, certain articles in French and Spanish, from UNESCO, France, Spain, Mexico, Canada and Puerto Rico were included because of special interest.

Finally, various federal agencies were canvassed for unpublished reports, proposals, program reviews, etc., which might provide concrete evidence of the actual rather than theoretical existence of some of the proposed model programs. Agencies contacted included: Teacher Corps, Peace Corps, VISTA, OEO-Migrant Division, U.S. Office of Education's Division of Adult, Vocational and Technical Education, Department of Labor's Manpower Administration, Job Corps, and others.

Limitations

A limitation in this literature search relates to the scope of time chosen in the project, 1965 and subsequent years. Much of what was considered avant-garde immediately prior to and around the passage of the Adult Education Act of 1966 is now considered passé. In addition, much of what would now be considered new, innovative, etc., has come into existence in the past year from

many different fields and as a result is not yet classified in any library. Some of this limitation was obviated by the researchers' intimate knowledge of the field, but still exists in part.

Observations

Although this literature search was not conducted in order to make an exhaustive study of the literature in adult education, certain inferences can be drawn from the experience.

It is quite clear that the methods and techniques which have been developed in adult education have not been given equal emphasis. For instance, even though new techniques such as "role playing," "group problem-solving" and others have been adopted by the field of adult education, little is to be found on the use of these techniques except in the very latest writings. The same paucity of reporting exists in the areas of teacher-training, administrator training and the training of teacher-aides. What little is available is a product of USOE summer institutes, the field of management, or various government agencies' internal reports.

II. COMPREHENSIVE ABE TRAINING PROGRAM

The following program is not meant to serve as a model, but rather to indicate types of activities that model programs might use.

A. Planning the ABE Staff Training Program

It is desirable that a number of organizational decisions be made during the planning phase of the ABE staff training program. An administrative staff for the program should be organized, relationships agreed upon and a budget set up. A survey should be conducted and selections made, in the areas of (1) adequacy of facilities for an effective staff-training program and (2) available resources and resource persons for training staff. The content of the program should be decided upon at this time, and an effective training design developed. It is also advisable to establish a timetable of activities contemplated and to decide on the evaluation procedures to be employed.

Although the primary focus of individual staff training programs would vary according to the perceived needs of the particular situation, the content of these programs

should incorporate certain elements considered vital to any successful program. In general, all successful training programs should stress clear objectives, and the objectives and philosophy of adult basic education (ABE). In this context, the extent and need for ABE at the national and local levels should be included, and emphasis placed on the role and responsibility of ABE staff. The study of the psychology of the adult learner, with emphasis on the disadvantaged adult, and how the background and psychological factors of disadvantaged students affects the teaching-learning process, is a vital element for inclusion in the training program. Less general in nature, but no less important to the program, would be the inclusion of such matters as: counseling and testing in ABE; the curriculum of ABE; materials in ABE; how to teach adults enrolled in ABE classes; and evaluating teacher and program effectiveness.

Of fundamental importance to a successful program is the manner of presentation of the content areas, including establishment of an effective manner of interrelating all of the above-mentioned elements. It is imperative that they be made real, rather than academic or "bookish."

Experience has shown that there are certain pitfalls to be avoided in the planning of an ABE training program. Films, lectures and field trips followed by discussion should not be relied upon. The trainee should be placed in an optimal learning situation and thus stress situations such as language differences to overcome should be obviated in the program's planning phase whenever possible. Finally, the trainee should not be made to feel like a child by means of such devices as writing their names in the upper-left corner of their papers or correcting each others mistakes, etc.

B. Teaching the Methods of Adult Basic Education

The trainer in an ABE training program needs two broad areas of knowledge: content and techniques, and uses essentially the same kinds of techniques on trainees as teachers use on children in the classroom. One main function of the trainer in the training program is to help trainees invent or select learning procedures they think will be most helpful. Other basic and vital responsibilities include: to encourage trainees to check with each other; to ensure that alternatives to established procedures are considered; to help trainees carry out whatever methods are chosen; and to help trainees make decisions on the effectiveness of procedures.

C. Suggested Training Techniques and Activities

In the learning process, a variety of presentation for variety's sake may not have a great deal to contribute to the particular situations. The trainer has the responsibility to match the appropriate method with the appropriate goal, and the responsibility to constantly check on the process and its effectiveness. The following are some suggested techniques and activities, the functions of which are explained briefly under each heading.

1. Role Playing

In this activity, the trainer defines the roles (teacher-student) and the trainees act out the situation. This allows the trainee to experience a problem, thus becoming emotionally involved and, hopefully, gaining insights into this problem as well as into others which might be related to it. Finally, flashback and analysis are utilized in discussion between the trainer and the trainees.

2. Talks by Experts

It should be stressed initially that this is not a lecture format, which is probably the least effective teaching technique. Rather, it involves informal talks

by ABE teachers, counselors, reading experts, etc., followed by "student-comment." A strong variation of this technique would be to use a symposium format, utilizing experts in the above-mentioned areas.

3. Dramatizations

This is a structured activity in which a problem or situation and cast are selected and a script-outline is written and rehearsed. A major value of this activity is that it assures that important points are identified and presented.

4. Field Trips

Field trips can prove a valuable activity, particularly when they involve trainee participation. For example, a visit to a "poverty pocket" in the community can foster awareness if the trainee lives through certain existing situations in that area, by such means as standing in the unemployment line, visiting the health clinic and eating commodity meals.

5. Displays

This technique takes the form of an exhibit of ABE materials such as forms, license applications, booklets

on home care, nutrition, social security, contracts, etc. The trainees take home samples and are assigned to rewrite the materials to a certain grade level.

6. Demonstration

The demonstration technique begins with the trainer teaching various teaching systems for teaching adults to read and write. The demonstration is then arranged as an adult classroom, where the trainee assumes the teacher role and uses the teaching systems as previously presented, making whatever individual adjustments for style, etc., as are required.

7. Methods Mart

The class is divided into groups of approximately equal size, with a leader selected from each group. A station-to-station schedule is given, and a demonstration of a variety of teaching, testing, and counseling methods are given at each booth.

8. Work Groups (Buzz Groups)

Work groups are formed for a problem-solving project. A list of problems or interest areas chosen by the trainees is distributed and the work groups meet to solve the problems. Each group then prepares its findings,

making recommendations based upon effective teaching techniques.

9. Sensitivity Training (T-Group)

This technique is included in order to help participants view themselves, see how they view others and how they perceive others. Insights and skills in dynamics of group behavior are explored. Skilled trainers are an absolute necessity.

10. Group Problem Solving (Brainstorming)

This involves a five step formula which trainees, in small groups, follow as they tackle a problem. First, trainees form small groups, appoint a chairman and a recorder for each group, and receive a mimeographed handout containing the problem. Then the trainee groups proceed with the five steps:

(1) Define the problem. ("The problem is...")

(2) List causes. ("The causes of the problem are...")

(3) List possible solutions. ("The possible solutions are...")

(4) Select best solution. ("The best solution is...")

(5) Decide action. ("The action decided upon is...")

11. Class Observation

It is a valuable experience for trainees to watch an experienced ABE teacher. Thus, a visit to an actual classroom is scheduled, or a demonstration classroom with a few actual students is presented, or a videotaped session is used. In any event, follow-up activity is vital, in the form of giving the trainees an opportunity to meet and talk with the teacher. Further follow-up activity focuses upon discussion groups in regard to what the teacher did, why he did it, or what would have been more effective.

12. Practice Teaching

An essential element in the training program is practice teaching, as trainees need an opportunity to put theory into practice under the supervision of an experienced teacher. Practice teaching can easily be effected by having trainees teach each other. They prepare 15-20 minute lessons and present them to small groups of fellow trainees. An informal critique of the lesson follows each.

13. Simulation Training

In this situation, trainers set up (either in game format or with other students) a specific problem for the trainee to solve or a behavior to effect which simulates the actual situation.

14. Small-Group Discussion

This activity presents varied opportunities for all trainees to communicate their thoughts and experiences. "Buzz groups" and round-robin discussion are particularly effective.

15. Films

Films and filmstrips designed to teach adults basic skills can be helpful when followed by discussion of the films effectiveness. In addition, films portraying life in inner-city or deprived rural areas to supplement field-trip experiences can be effective.

16. Individualized Instruction

A successful training program provides an opportunity for trainees to work and study on their own, by means of individual projects, in modular units, background reading, reports, and case-study preparations, etc.

17. Evaluating an ABE Training Program

Generally speaking, evaluation of a teacher-training program should allow planners and implementers to determine how effective were their efforts. There are several types of evaluation techniques:

-- Daily Questionnaire

-- Evaluation of Group Discussion

-- Suggestion-Box Technique

-- Informal Daily Feedback

-- Final Evaluation Questionnaire.

III. RESEARCH MODELS

In attempting to assess information culled from professional and popular journals, it was deemed advisable to evaluate a series of writings, most of which have direct or indirect relation to ABE staff training. While each item reported is not meant to serve as a model, each is supposed to represent one facet of a program, extrapolation of which could yield a model program.

The items which follow are grouped into categories reflecting their major area of focus.

General

Educationally Deficient Adults: Their Education and Training Needs, a report from McGraw-Hill of a Labor Department survey, reveals one of the greatest deficiencies in adult basic education. In a survey characterization of the major features of programs, program staffing and training were considered to be of minimal value, most teachers and administrators having been recruited from regular school programs or "retired and substitute teachers."

Adult Psychology, Ledford Bischof, Harper & Row, New York, 1969. This book, while essentially written for psychologists and not for ABE teachers, is nevertheless a valuable one from the point of view that it provides greater understanding of the client and thus obvious implications for programming and counseling in an ABE program.

Adult Education and the Disadvantaged Adult, Darrel Anderson and John Niemi, ERIC Clearinghouse on Adult Education, Syracuse, New York. This article is useful only in the context that it was a thorough research task that shows that details of educational planning for disadvantaged adults are almost non-existent because of the scarcity of research in the area.

Continuing Education Film Survey, State University of New York, Albany, New York, 1969. This survey of available 16 mm films contains a useful section on films for in-service training of teachers of adults.

"Some Observations on the Status of Adult Education in the U.S. Today," A. A. Liveright, Adult Education, Vol. 16, Summer 1966. This article studies the preliminary results of a study requested by the Commissioner of Education into the status of adult education. After an

extensive search, the author concludes that great needs exist in four areas:

(1) education for vocational, occupational and professional competence;

(2) education for personal and family competence;

(3) education for civic and social competence; and

(4) education for self realization.

Although these areas appeared to require attention, some other useful observations were made by the author:

(a) Continuing education today is fragmented, lopsided and lacks a sense of direction.

(b) There is more action in terms of total involvement, experimental programs and new direction outside of the regular educational establishment than within it.

(c) By and large the traditional institution and faculty members concerned with continuing education look upon it as a low-priority, somewhat peripheral educational activity, and there are almost no institutional arrangements set up specifically to provide continuing education.

(d) The profession of Adult Education as it now exists and operates is not geared to meet the needs and challenges which characterize the field today.

(e) Despite its many problems and inadequacies, the climate and the auspices for a creative explosion in the field of continuing education have never been better.

"Current Issues in Adult Education," James R. Dorland, Adult Leadership, April 1967. This article is an outgrowth of a course at George Washington University entitled "Current Issues in Adult Education." Students broke into five groups, each group investigating an aspect of interest on the contemporary adult education scene. Each group had a consultant assigned to it with an area of competence in Adult Education. The groups chose the following five areas: Professional Development, International Education, Education for those Born Poor (Adult Basic Education), Legislation, and Unique Contributions of Agencies and Institutions. The article is comprised of the five papers submitted by the groups.

"After All, What Is Adult Education," Gordon C. Godbey, Adult Leadership, November 1966. Gordon C. Godbey is Assistant Dean of Continuing Education, College of Education, Pennsylvania State University, and his article is concerned with the difficulty of classifying the nebulous field of adult education in a nice, neat category which will please the tidy-minded types of scholars. Godbey quotes Weickart, London, Knowles, Sheats, Minich and Swarder in their attempts to qualify what adult education is and still finds their definitions wanting. He concludes that at its present stage of development, it must remain broad and ambiguous.

"Perspectives on Adult Education Program Planning: Panel Discussion," Edward Stanley, Jack Faxon and Grant Venn, Adult Leadership, March 1967, Vol XV.

Remarks by Edward Stanley:

Mr. Stanley is Director of Public Affairs News for NBC and explains in his article his hope for the forward movement of adult education. Citing that the most successful adult education program ever devised was constructed by a man in his 70's, Mr. Stanley goes on to explain how

how mass communication has already effected our lives and thus provides a great potential.

Remarks by Jack Faxon:

Mr. Faxon is a member of the Michigan House of Representatives and discusses the disenfranchised multitudes from political power because of the inability to participate due to poor education. Mr. Faxon feels upward social mobility on the part of Negroes and other minorit, groups will take place when they can vote. A prerequisite to voting is a good education, which Mr. Faxon feels is denied citizens by the outdated curriculum utilized by today's educators. Mr. Faxon suggests the creation of a Political Corps in America's slums and suburbs much like VISTA, which would work to bring citizens in harmony with a greater political identity.

Remarks by Grant Venn:

Grant Venn is Associate Commissioner for Adult and Vocational Education, U.S. Office of Education. Mr. Venn in a very general but well-written article builds a case with an impressive array of statistics to illustrate the task before us in educating the mass of people presently outside the framework of formal school structures. Among the figures presented are that there are 11 million

adults who have not completed the 6th grade and 3 million who are total illiterates. Mr. Venn poses no easy solutions, but suggests that many existing institutions take greater responsibility, these institutions including the public schools and universities, etc.

"Program Planning for Adults as Learners," Malcolm S. Knowles, Adult Leadership, February 1967. Dr. Knowles has written a fine article, the main focus of which centers on program planning. He makes the point that to adequately plan, organize, disseminate and evaluate one must clearly recognize how different adults are from youth as students and how differently they learn. The main body of Dr. Knowles paper relates to the differences. Youth tend to see themselves as dependent persons and fully expect many important decisions to be made for them by adults. Adults tend to be independent; hence, the utilization of youth-centered methodology applied to adults in the learning situation is unworkable.

Dr. Knowles concludes by describing seven steps in the planning process:

(1) The creation of a structure for mutual planning.

(2) The establishment of a climate conducive to adult learning.

(3) The self-diagnosis of needs for learning.

(4) The formulation of objectives.

(5) The development of a general design.

(6) The selection and execution of techniques and materials.

(7) The planning of evaluation.

Anticipating developments on the planning horizon in adult programs, Dr. Knowles sees a greater relationship between adult technology, theory and practice,and also the field of adult education's benefitting from the development of "change theorists", a burgeoning field.

"Liberal Education for Adults in a Changing Society," James E. Allen, Jr., School and Society, Vol. 94, December 10, 1966. This article contains a general discussion about the need to emphasize liberal adult education in an increasingly more complex culture, coupled with praises for Dean Clarence C. Walton's program at the School of General Studies, Columbia University.

Allen, then Commissioner of Education, State of New York, was giving an address at the School on Dean-Day, May 7, 1966.

"Adult Education: Daytime, Nighttime, Saturday, Too," J. Richard Smith, NEA Journal, Vol. 55, No. 3, March 1966. This is a general discussion about the need for adult education and the breadth of offerings by systems such as Los Angeles. Patterned after Dade County, Florida, classes for Spanish-speaking professionals, similar programs have been developed in Los Angeles, assisted in part by financial aid from MDTA, Vocational Education Act, EDA, and ESEA.

"Pattern of Adult Education," M.E. Ulich, reviewed by Paul Woodring in Sat. Review Vol. 49, October 15, 1966. Dr. Ulich's book is a comparative analysis of adult education in Denmark, England, Germany and the United States. Mr. Woodring finds it adequate, organized and systematic until Dr. Ulich concludes that "Adult education (in the United States) has been definitely recognized as an integral part of the nation's educational system." Woodring feels this is an exaggeration and says that adult education in the U.S. is still a dangling appendage" rather than a part of the system, a fact which remains a frustration to those who believe in it most deeply." Mr. Woodring further suggests that adult education should be expanded to embrace art, ballet, opera and great music.

"A Conceptual Model of Instruction," Ben Strasser, Journal of Teacher Education, Vol. XVIII, No. 1, Spring 1967. This highly theoretical and diagrammed model for instruction was designed to show the interaction between teachers and learners. It has great possibilities for adaptation to ABE teacher-training.

"The Adult Learner," Jack Crabtree, NJEA Review, Vol. 40, No. 5, January 1967. In this article about the needs of adults, Dr. Crabtree makes a salient point for the need of "deep understanding" on the part of the teacher. He points out the new role for the ABE teacher, the new responsibilities, and the rewards.

Learning by the Case Method: Practical Approaches for Community Leaders, Anne K. Stenzel and Helen Feeney, Seaberry Press, New York, 1970. This is a useful "how-to" book which explains the selection and use of cases in teaching and learning in adult education.

State Plans for Adult Basic Education Act of 1966 -- an analysis of a large number of these plans shows a propensity to fulfilling federal guidelines for Title III of P.L. 89-750 rather than attempting to spell out creative programs for the training of ABE teachers or the eradication of illiteracy within the individual states.

Adult Basic Education Seminar Guide, Monroe C. Neff, Follett Publishing Company, 1966. This text is a simplistic but carefully written recipe book for ABE teachers. Some of the most valuable sections in the book pass lightly over subjects that need more explanation, i.e., the importance of the knowledge of "non-verbal communications" and how students perceive the ABE teacher. The section on "Who is to Teach in the ABE Program," combined with other elements in the text, make it worthwhile.

"Can We Use Existing Tests for Adult Basic Education?" R. Whittemore, B. Echeverria and J. Griffin, Adult Education, Vol. 17, Autumn 1966. A fairly well documented article describing the problem facing adult educators in their search for adequate tests to measure adult progress. Utilizing Nevada as an experimental project, the authors present a wide range of statistical evidence to support their contention that certain tests presently utilized have varying results when used in MDTA and other job-related programs.

The authors conclude by recommending a series of tests proved to be effective for various components of adult basic education programs, including: GATB "G", Revised BETA, CCM, Iowa Silent Reading, DAT, California Psychological Inventory and the Kuder.

Strategies for Adult Basic Education, Joseph A. Mangano, Newark, Delaware, International Reading Association, 1969. This is an overview of current practices and needed improvements in adult basic education, with especially useful sections on specific programs such as the Job Corps and the Civilian Conservation Centers. Future implications of computer-assisted instruction in adult basic education are also discussed.

A Treasury of Techniques for Teaching Adults, Virginia B. Warren, editor, National Association for Public School Adult Education, Washington, D.C., 1968. This discusses planning an adult education course, grouping adult students, applying creativity to teaching, and preventing dropouts. It also analyzes group discussions and suggests ways of helping students study and of involving them in the group.

Teaching the Disadvantaged Adult, Curtis Ulmer, National Association for Public School Adult Education, Washington, 1969. A comprehensive review of the teaching techniques and classroom organization needed for effective instruction with the disadvantaged adult is contained here. Also included are chapters dealing with materials, student evaluation, and community assistance.

Teacher-Training

Volunteer Training and Development Manual for Community Groups, Anne Stenzel and Helen M. Feeney, Seabury Press, New York, 1969. This book, while it emphasizes the training of volunteers, has some solid references to training paraprofessionals, plus a cook book approach which make it useful.

"Developing a Learning Center in ABE," Donald W. Mocker and John Sherk, Adult Leadership, Vol. 19, No. 2, June 1970. This rather complete article outlines an interesting approach to teacher-training in ABE. Some of the areas considered important are:

-- diagnosis and interview
-- planning to meet goals
-- scheduling
-- knowledge of P.I. materials
-- record keeping and follow-up
-- recruitment
-- teacher-student interaction patterns
-- selecting and starting programs
-- modifying student attitudes
-- curriculum development model
-- selection of basic skills and subjects for curriculum
-- educational technology in the learning center.

"Some Learn to Teach -- The Army Way," Timothy J. Lynch and Henry J. Bazan, Adult Leadership, Vol. 18, No. 8, February 1970. This article is an attempt to transfer U.S. Army instructors training methods to the area of ABE. The rigid, inflexible, unimaginative program leaves much to be desired.

"Techniques of In-Service Training," Hilda Taba, Social Education, Vol. XXIX, November 1965. This article, while highly theoretical, presents a well-developed scheme for the establishment of an in-service training program. The author emphasizes the need for cognitive development on the part of teachers and suggests that one method is to make current research immediately available to the field in some useful manner.

"Group Supervision: A Technique for Improving Teaching Behavior," Edmund Amidon, Kathleen Kies, Anthony Palisi, National Elementary Principal, Vol. XLV, No. 5, April 1966. This program, though written primarily for elementary school teachers, has some strengths which could be easily adapted to an ABE program. The theory behind "group supervision" is that it is as effective as group counseling and more economical in supervisory time. The project, carried

out in the Philadelphia area, uses Flanders' system of verbal interaction analysis and provides the teachers with an instrument of objectivity through which he can compare his own performance with his intentions.

Teachers were trained, using tape-recorded classroom sessions, to rate one another on a matrix. As a result of the group supervision, at the end of the year teachers were observed as: (1) more encouraging and accepting, (2) less critical, (3) more indirect, (4) more positive in their attitudes toward teaching, (5) more successful teachers, (6) talking less, (7) giving fewer directions, and (8) permitting more student-initiated talk.

"Supervision of Beginning Teachers," Sidney N. Hurwitz, The Educational Forum, Vol. XXX, No. 3, March 1966. This article describes the fact that most beginning teachers, ABE teachers included, are thrown into a classroom situation without adequate supervision that can serve as feedback to enable the teacher to grow in knowledge, expertise and sophistication in dealing with the class. The author proposes the use of master teachers as supervisors who would serve as intermediaries between administration and teachers, who could thus share the teachers' concerns and,

as an "expert", provide guidance in the teaching process. The supervision is dependent on relationships which promote growth in the trainee. The association is one of controlled interchange between the dependent learner and an objective, competent authority who serves as a model.

"A New Design for Teacher Education," Dwight W. Allen, Journal of Teacher Education, Vol. XVII, No. 3, Fall 1966. In this article, which speaks to the preparation of undergraduates at Stanford University, there are a number of distinctive features which appear, not only innovative, but also applicable to the ABE program:

Micro-teaching -- a scaled-down teaching encounter, in terms of class size (1-5 students) and time (5-20 minutes). In its early stages, each new teacher teaches one demonstration lesson to a small group of students who, along with a supervisor, evaluate the teacher's performance.

Video recordings -- this technological innovation provides immediate feedback to the teacher and opens up possibilities for enlarged supervision of teachers by senior staff members who would normally be precluded from direct supervision because of high demands upon their time.

"Teacher Training for Adult Basic Education: Perception of a State Director of Adult Education," D. G. Butcher and C. Le Tarte, Adult Leadership, Vol. 17, June 1968. The authors feel that one of the more important ingredients in successful ABE programs is a good teacher. They cite Dr. Combs' definition of the differences between a good and poor teacher: the good teacher (1) perceives his purpose in teaching as being one of freeing rather than controlling students; (2) tends to be more concerned with larger rather than smaller issues; (3) tends to be personally involved rather than alienated; (4) is more likely to be self-revealing rather than self-concealing; (5) is concerned with furthering processes rather than achieving goals; (6) is helping rather than dominating; (7) is understanding rather than condemning; (8) is accepting rather than rejecting; (9) values integrity rather than violating it; (10) is positive rather than negative; (11) is open rather than closed to experience; and (12) is tolerant rather than intolerant of ambiguity.

The authors feel teachers must be expanded as human beings and past training has not accomplished this. Future training should involve the following five major areas:

(1) rich, extensive, and available perceptions about his subject field; (2) accurate perceptions about what people are like; (3) perceptions of self which lead to adequacy; (4) accurate perceptions about the purpose and process of of learning; (5) personal perceptions about appropriate methods for carrying out his purposes.

The authors conclude that the suggested methods of training do not now exist and that if they are to come about, essential planning of the type Dr. Combs suggests must take place.

"Reflections of a Training Director," Frank C. Goodell, Adult Leadership, September 1968. The author is critical of training personnel in adult education and after a rap on the knuckles of educators, he presents a model (in fiction) of what a trained personnel administrative executive should be like. The many facets of the job with required skills are comprehensive and thought-provoking.

"Teacher Training for Adult Basic Education," Harvey Hershey, Adult Leadership, June 1968. This article presents a generalized discussion of plans, problems and recommendations in adult basic education following the initiation of Title II-B of the Economic Opportunity Act of 1964, and some related progress nationally since then.

"The Limited Adult Reader," Thomas E. Barensfeld, Library Journal, September 15, 1967. This is a well-written article by the Director of the Cleveland Public Library Reading Center Project. Mr. Barensfeld clearly recognizing the middle class orientation of libraries and their historical inability to reach limited readers (many of whom are hard-core poor and often speakers of other languages) decided to take another approach. Cleveland's staff felt that poor adult readers were humiliated and embarrassed by forms to be filled out, interviews, and reading from children's books. They examined their current adult poor user materials and collected all adult reading which had high acceptance with adults, be they flash cards, books, signs, etc. These were placed in several special reading centers throughout the city in rooms specially designed to be comfortable but not threatening to minority groups. The staff did away with initial forms and entrance interviews were delayed quite some time until an assessment of the individuals' problems and skills could be made.

The result of the project was that participation increased gradually and demand for new facilities also increased. Mr. Barensfeld admits that they are still not

reaching the hard-core illiterate and may never be able to; however, many borderline illiterates and poor readers are improving their skills by the program.

This kind of an approach, coupled with a comprehensive, job-related program, is a positive step toward better reading. Libraries are a resource not often enough utilized by ABE projects.

"Teacher Preparation: Rationale and Practice," Arthur M. Cohen, Junior College Journal, Vol. 37, May 1967. This article, while it deals mainly with Junior College teacher preparation, makes some strong points for a new role of the teacher as a learning specialist.

Education in the Peace Corps, Jules Pagano. This essay on Peace Corps training has some worthwhile comments which are applicable to ABE teacher-training, especially in the areas of cross-cultural training, in-house training and intensive language training.

"Modified Job Analysis and In-Service Education," Albert H. Shuster, American School Board Journal, February 1965, Vol. 150. Dr. Shuster, a professor of Education at Ohio University in Athens, discusses misconceptions principals and teachers may have of each other's roles in

elementary school. He suggests both teachers and principals compile a priority list of duties and the amount of time each should require of both his own duties, and what he expects on the part of the other. Results should be compiled, passed out, and committees requiring at least seven months should work toward idealized solutions of the modified job role. Dr. Shuster outlines a number of phases which will accomplish this task with efficiency.

"Review of Recent Developments in Teacher Education," Henry Harap, Journal of Teacher Education, Vol. XVIII, No. 1, Spring 1967. In this sweeping review of the development of teacher education programs, the author indicates some specialized areas, which are reinforced in other articles, as necessary for an effective teacher-training program. These include: on-site training, knowledge of specific content areas, student teaching, and continuous in-service training of a concrete nature.

"A Study of Common Sense Correlates of Effective Adult Basic Education Teachers," Emmett Kohler and Robert C. Maxson, Adult Education Journal, Vol. XX, No. 3, 1970. This investigation was concerned with analyzing the variation in ABE student retention among teachers. A comparison

of teachers showed that teachers who had taken an ABE course were more successful than those who did not, and that the most successful teachers were those who attended ABE teacher-training Institutes.

"The Teacher and His Staff," Roy A. Edelfeldt, NJEA Review, Vol. 40, No. 6, February 1967. This article, while not aimed specifically at ABE, makes some useful points about team-teaching models, differentiates between the Trump and Head Start models and suggests an alternative.

"Team Trains Teachers," F. Randall Powers, Educational Forum, Vol. XXX, No. 2, January 1966. In spite of all the academic brouhaha made about the efficacy of team teaching, little effort has been expended in the use of teams to train teachers. This article speaks to the experience of using 7-man teams (1 master teacher, 2 regular teachers, 3 student teachers and 1 aide) which can be augmented by university specialists as other experts. The team organization lessens the dangers of intra-personal conflicts between master-teacher and student teachers, as well as providing a variety of experiences impossible through a one-on-one situation.

"A New Pattern for Urban Teacher Education," Harry N. Rivlin, Journal of Teacher Education, Vol. XVII, No. 2, Summer 1966. In this article the author suggests a detailed plan for the development of urban teachers, such as are needed in many ABE programs. The process goes through the stages of preliminary studies, assistant teacher, beginning teacher, second year teacher, third year teacher, and the continuing education of teachers. He makes the point that schools do not get expert teachers, they develop them, and that most in-service training programs are weak because they tend to emphasize organization and procedures rather than encouraging professional growth. The article points out some solutions to this problem.

"Training for Adult Education and Rural Development in Southern Italy," School and Society, Mariella Tabellini, October 30, 1965. This article reflects the policy of the UNLA -- Italian National Union Against Illiteracy -- and the establishment of cultural centers in the rural areas of Southern Italy. These centers hold the responsibility for the training of leaders and teachers of adult education. They also provide continuous in-service training.

"Preparation of Teachers for Depressed Urban Areas," is a series of papers from sessions of the 1965 annual meeting. One of the papers is a hypothetical proposal, based on ideas and proposals submitted to the U.S. Office of Education. This particular paper has many ideas which can be abstracted for the development of training programs, including scheduling, staff, institute program, etc.

How to Instruct Successfully, Thomas F. Staton, McGraw-Hill Book Company, New York, 1960, was written by someone in business management and was chosen mainly as a benchmark against which more current works could be measured. It contains well-written chapters on "innovations" such as role-play, work groups, instructional media and serves as a broad base for the establishment of in-plant training programs.

L'Education des Adolescents et des Adultes dans le Monde Moderne (The Education of Youth and Adults in the Modern World), Paul Gayraud, UNESCO, 1968. In this short work, the famed French educator points out the need for the national and worldwide preparation of specially-trained teachers of adults. This program would include special curriculum, special certification standards and special training centers.

Training Methodology. Part 3: Instructional Methods and Techniques. An Annotated Bibliography, U.S. Dept. of Health, Education and Welfare, Washington, D.C., Health Services and Mental Health Administration, May 1969. (Public Health Service Publication No. 1862, Part III, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. This revised annotated bibliography contains abstracts of 345 documents published between January 1960 and March 1968 on specific instructional methods and techniques for groups and individuals.

Training Leaders with Sound Films and Group Discussion Techniques. Carl J. Lange and others, George Washington University, 1969. (Available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia, 22151. This experimental course for Army officers proved to be superior to the conventional training for leadership.

Aides

"ABE and the Twenthieth Century Pioneers," Doris Lamoureux, Today's Education, Vol. 59, January 1970. This is a very general discussion by a teaching aide of the Berlin, New Hampshire, attempt to develop outreach

capacity to service French-speaking Canadians 30 miles away in Errol, New Hampshire. This article is too general and descriptive to be of much assistance in ABE research.

Educación de Adultos, Consojo Superior de Enseñanza de Puerto Rico, Waverly Press, Baltimore, 1952. Although outdated, this text dedicates some special chapters to the preparation of teachers of adults, with suggestions which have not been implemented here on the mainland. The text suggests three types of adult education teachers -- two of which are prepared here in the United States. In addition, it suggests the preparation and provisional certification of certain teachers who have completed less than a high school education.

Besides the regular courses in the understanding of the adult learner, psychology, etc., the text supports the teaching of hygiene education in the classroom for teacher training.

"Searching for Teachers Within Subcultures," William Stocks, Childhood Education, Vol. 42, No. 2, October 1965. Mr. Stocks is Director of Instruction, Riverside County School (California) and discusses Manuel, a Mexican American boy who, while working as a teacher aide in a Coachella

Valley high school, developed enthusiasm and skill for teaching. However, he had poor language habits and not the required courses for college admission. Mr. Stocks' main point is that, although it is too late for Manuel, education must not lose other Manuels to barber colleges. A case is developed for the barriers disadvantaged persons face in becoming teachers -- financial, motivational, and verbal -- and for the fact that the education profession, with little effort, can overcome the barriers.

Handbook for the Volunteer Tutor, Sidney J. Rauch, Newark, Delaware, International Reading Association, 1969. The author provides a background of knowledge in training the non-professional to teach reading. This well-written book covers such diverse areas as diagnosis, teaching word-recognition skills, and the organization of a volunteer tutor program.

Participants in the Field Test of Four Adult Basic Education Systems; A Follow-Up Study, Greenleigh Associates, New York. This follow-up study of the field test and evaluation of selected adult basic education systems begun in July 1966 and carried out in California, New Jersey, and New York, focused on the impact which the field test and other education and/or training programs had on the

participants in terms of educational gain and retention, social awareness and functioning, and economic improvement. Testing and retesting six and twelve months after the field test provided data on over 1,600 persons. Other data were obtained through in-depth interview with field test participants and teachers, non-participant welfare recipients, and personnel of various agencies. Findings on academic achievement, employment, income, welfare grants, interagency cooperation, and attitudes toward involvement in the program reinforced the results of the original field test with respect to the need for education and training for the functionally illiterate, and the necessity to upgrade and improve all aspects of adult basic education, including curricula, teacher training, materials and supportive services.

New Careers: The Teacher Aide. A Manual for Trainers, Sheldon S. Steinberg and Jacob R. Fishman, University Research Corp., Washington, D.C., October 1968. This manual is intended for use by trainers of teacher aides in New Careers programs (which focus on training the unemployed and/or underemployed for entry-level placement as non-professionals in human service occupations). An introductory chapter considers the qualifications of the training

team, qualifications of the trainee, the function and job description of the teacher aide in both elementary and secondary schools. It describes typical problems encountered in teacher aide training and outlines possible solutions. The organization and structure of the New Careers Training Model are explained, including the rationale for curriculum content areas, points to stress during training, articulation of program components, and program scheduling. It also presents a basic curriculum in education, complete with suggested discussion units and activities.

Curriculum

"Evaluating Adult Basic Education Programs," Ronald Shearon, Adult Leadership, Vol. 19, No. 1, May 1970. This article, which focuses on evaluating ABE programs as a means of creating more effective programs, also indicates that it can serve to make more effective teachers.

"A Guide for Evaluating and Using Free Materials," Edward A. Campbell, The Clearing House, Vol. 39, No. 9, May 1965. In this article, the author provides a system for the selection, utilization and integration of free

materials to the instructional program. The author suggests a scheme for the acquisition of any free materials necessary as well as a list of criteria to determine their usefulness.

"Materials Systems for Basic Adult Education," Monroe C. Neff, AV Instructor, April 1966. In this article, Dr. Neff talks to the use of various systems for teaching ABE and provides guidance in the selection, use and evaluation of such systems. One of the more salient points of the article is a section which indicates that each teacher requires specialized training in the knowledge of the undereducated adult and in the use of the education systems chosen.

Dr. William Braziel in "The Revolution in Materials for Undereducated Adults," in the same issue, underscores this point by emphasizing that teachers must learn and understand any system before it is implemented in the classroom.

"Research in Adult Literacy," Don A. Brown and Anabel P. Newman, Journal of Reading Behavior, Vol. 2, Winter, 1970. This article critically reviews six current studies dealing with the problems of working with the adult illiterate.

The research projects selected were ones judged most significant to instruction in adult basic education. Findings and implications of the studies were reported.

"Teaching Adults to Read With Teacher Made Materials," Frances L. Harris, Journal of Reading, Vol. 10, May 1967. The author describes a modified language experience approach to the teaching of adult reading. Through the use of newspapers and other inexpensive materials this instructor was able to teach many of the needed reading skills, and clearly shows the value of teacher-made materials.

Curriculum Development in Adult Basic Education, Edgar J. Boone and Emily H. Quinn, Educational Opportunities Division, Follett Publishing Company, Chicago, 1967. Curriculum development for adult basic education requires the formulation of functional and meaningful educational objectives, the selection and organization of appropriate learning experiences, and the evaluation of educational outcomes. The statement of an objective should identify the learner, the content area, and the desired change, and should be based on studies of undereducated adults and their environment and needs. Learning experiences should be chosen with attention to certain aspects (motivation,

self-activity, clarity of objectives, repetition and association, effective relearning, individual differences, participant satisfaction) and must be organized to reinforce each other. Finally, evaluations must be made initially, at succeeding stages, and after the completion of instruction.

Administrators

"Duties and Titles of Administrative Personnel in Adult Education," John Myres, California Education, Vol. III, No. 5, January 1966. This article, like many of the state plans reviewed, points up the fact that there are few if any in-service or other training programs for administrative personnel in adult education. In a questionnaire survey, adult education administrators emphasized growing responsibilities, growing staffs -- with no mention of professional growth.

Attitudes of Administrators Toward Instructional Programs for Adults with Spanish Surnames, Roy W. Steeves, California State Dept. of Education, Sacramento, 1969. In May 1966, the Bureau of Adult Education, California State Department of Education, conducted a questionnaire survey on accepted program practices and on attitudes of administrators of school district programs toward innovative practices in instruction for non-English-speaking, Spanish

surnamed adults. Of 366 program administrators queried, 191 responded. Findings on existing practices, as well as on attitudes toward mobile resource units, instructional materials, use of ethnic group leaders, and kindred matters, indicated that there is great flexibility in program administration.

Administrative Competencies Essential to the Optimum Utilization of Resource Development and Utilization in Adult Basic Education, William S. Griffith, University of Chicago, 1969. Administrative competencies essential to the optimum use of resource development and use in adult basic education are identified as: awareness of the different meanings given to the term "adult education"; thinking through problems of division of responsibilities among institutions engaged in adult education; awareness of, and action to change, inequitable financial policies; well-thought-out program reporting systems; voluntary coordinating groups at local and state levels; acquaintance with legal requirements and guidelines for all programs relating to adult education; and provision of functional linkages among personnel in the various institutions.

Dynamic Management Education, Allen A. Zoll, Addison-Wesley Publishing Co., 1969. The main focus of this book is on the creation and use of techniques for management education. The techniques covered are cases, role playing, in basket exercises, the action maze, functional games and process games. Included is a plan for the teaching of adults applicable to the management of the educational process.

Educational Administrator Training for the Multi-Cultural Community. Final Report for the National Institute of Mental Health, Richard L. Holemon, College of Education, New Mexico University, Albuquerque, February 1968. A three-year pilot project (1964-67) was conducted to develop an effective program for the training of educational administrators who could serve as agents of constructive educational change in communities with sizeable proportions of Spanish- and Indian- as well as Anglo-American members. Special aspects of the program included: (1) contributions from the behavioral sciences (with participation in the training program by faculty members of the university's social science departments), (2) group training, (3) research orientation, (4) special training

in the problems of a multi-cultural environment, (5) internship and field experiences, (6) the role of education in the total process of community development, and (7) the educational administrator as an agent of social, political, and economic change. Particular strengths and weaknesses of the program are outlined, and techniques and criteria followed in the selection of 17 trainees for the NIMH program are described.

English as a Second Language

"Program Development for Adult Migrant Education," Joseph A. Cardenas, University of Chicago, Chicago, Illinois, 1969. This paper, delivered at the 1969 Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education, spoke to two main points. One, the Spanish-speaking learner must be taught by someone who is not only bilingual but also bi-cultural, i.e., who understands the implications of the two divergent cultures. Two, the CIPP system of evaluation for teacher training (Context, Input, Process and Product) has been very successful in the Southwestern Educational Development Laboratory in the development of programs for the ABE students.

ESL-ABE: Teaching English as a Second Language, Texas Education Agency, Austin, Texas, 1969. This document, while not innovative in the use of ESL techniques, does provide some useful hints to ABE teachers confronted with Spanish-speaking students, as well as some realistic, interesting dialogue material.

A Handbook for Teachers of English to Non-English Speaking Adults, Patricia Heffernan-Cabrera, Center for Applied Linguistics, Washington, D.C., October 1969.

In this practical handbook for teachers of English to adult speakers of other languages, the author stresses the TESOL teacher's need to know about various teaching methods and techniques and how to evaluate materials in order to be able to select and develop a style of teaching compatible with the expectations and needs of his students. Such topics as second language learning, variation in teachers and students of English as a second language, TESOL methodology and materials, and evaluation of TESOL materials, students and teachers are discussed and detailed suggestions are presented for the classroom teacher. A selected bibliography of TESOL materials, prepared by the author for the Bureau of Adult Education of the California State Department of Education, is appended.

Some Considerations in the Education of Indigenous Groups in the Southwest, Mark Berman, System Development Corporation, California, 1965. This technical paper deals mainly with the special learning problems of non-English speaking Indians and Mexican Americans and the implications of certain educational techniques such as P.I.

"ESOL and the ABE Teacher," Timothy F. Regan, Adult Leadership, July 1967. In this article, the author, an ESL specialist, makes a plea for the integration of modified ESL training for ABE teachers who will be instructing non-English-speaking adults.

"American Social Dialects," Raven I. McDavid, Jr., College English, Vol. 26, No. 4, January 1965. This article, while basically a research report, does point out some interesting facts about the knowledge of various social dialects in the United States. It emphasizes the change from the use of language as a class barrier to an instrument for transcending that barrier. McDavid notes that social dialects, notably Southern Black, Puerto Rican and Mexican American, can create serious educational problems. McDavid suggests that it is possible to establish a teaching program, and by extrapolation a teacher-training

program, "to emphasize those features of speech most strongly disapproved of by the dominant culture" which would allow teachers to provide linguistic and cultural reinforcement in language development classes and ultimately provide easier communication for teacher and students.

Adult Basic Education, Robert F. Barnes and others, National Council of Teachers of English, Champaign, Illinois, 1965. In 1965, the Task Force on Teaching English to the Disadvantaged tried to identify the problems in the field of adult basic education by visiting 35 programs in 15 states and collecting some 1,300 pieces of instructional material. Among the problems observed were the lack of written operational objectives designed around the students' goals and needs, broad and heterogeneous class structure, teachers recruited from elementary, secondary, and retired teachers, and married women, and an air of complacency toward the program. Particularly there is a need to field test available materials and to provide adequate education for teachers. Teachers should know the economic, family, social, and psychological barriers for the disadvantaged and their reasons for attending classes. A training institute of a minimum duration of

eight weeks could cover both the theoretical and practical aspects needed. It is necessary to recruit students on a person-to-person basis, there should be homogeneous grouping in classes, individual instruction, specially prepared materials, training for teaching English as a Second Language and adequate guidance.

The Study of the Problems of Teaching English to American Indians, Report and Recommendations, Sirarpi Ohannessian, Center for Applied Linguistics, Washington, D.C., July 1967. The purpose of the study was to assess the learning and teaching of English in elementary and secondary BIA schools as well as in adult education programs and selected public schools enrolling American Indian students. The main problem areas studied were: (1) administrative aspects of boarding and day schools, (2) the performance of students, (3) the performance, preparation, recruitment, and retraining of teachers, and (4) instructional materials. The twelve-man study group was composed of specialists in linguistics and the teaching of English to speakers of other languages, American Indian languages, anthropology, psychology of language learning, and other related and pertinent fields. This

report describes the preparation and procedures followed in the survey, as well as the major and specific recommendations presented by the study group. The recommendations include: (1) the institution of an independent national advisory council on Indian education, (2) a re-examination of patterns of schooling for Indian students, and (3) special preparation, recruitments, and retraining of personnel.

Technology

"Media for Adult Basic Education: Project CABEL (Center for Adult Basic Education and Learning)," M. H. Youngs, AV Instructor, November 1968. Project CABEL is one of ten experimental projects for adult basic education funded by the U.S. Office of Education. The Center was conceived of as a national clearinghouse in the area of teacher training related to materials, techniques and evaluation in adult basic education. Mary Youngs states that CABEL will accept anyone 18 years old or over who has not completed 8th grade and who needs remedial assistance. The program is completely free of charge and utilizes Bell and Howell Language Master, Job Corps materials and Sullivan-McGraw-Hill reading and watt programs.

The program, a cooperative venture involving George Washington University, the city of Alexandria and the counties of Fairfax and Arlington in Virginia, claims excellent results, having served as a model for two national conferences and providing a demonstration library, as well as limited day care facilities. Eighty-five percent of the students were Spanish-speaking and utilized the LLINC (Language Lab Incorporated).

"Teaching to Teach Through TV," John R. Boone and Richard A. Hauser, National Association of Educational Broadcasting Journal XXIV, November-December 1965.

This is a report of an Ohio University Putnam Project, an attempt to connect Ohio University television, School of Education, and the Rufus Putney elementary school in a closed circuit television course. Tapes are taken of normal classroom activities in the elementary school and replayed in the college classroom for both the education major and aspiring TV production personnel. Authors claim good results. Children are conscious of the camera, behave better, and teachers can see their mistakes and discuss them with the college professor during playback. The authors encountered some technical difficulties in lighting and in the small size of the classroom, but overall are pleased with the project's results.

"8 in Student Teacher Education and Evaluation," Rosco Wright and John R. Cumming, AV Instructor, Vol. 11, No. 2, February 1966. This article speaks to the simplicity and utility of the use of the 8-millimeter camera for the recording of teachers' behavior as a method of training and evaluation.

Training Leaders with Sound Films and Group Discussion Techniques, Carl J. Lange, George Washington University, 1969. This experimental course for the training of Army officers has some points which could be useful in the training of ABE instructors.

"Teaching Adults to Read With Teacher Made Materials," Frances L. Harris, Journel of Reading, May 1967. Describes a modified language experience in reading approach to the teaching of adult reading skills. Using newspapers and other inexpensive materials, the instructor clearly shows the value of teacher made materials.

"Using Teaching Machines," John T. Flynn, The Clearing House, Vol. 39, No. 6, February 1965. This article makes a concise presentation on the organization of learning which teachers must perform if their students are to derive the greatest benefit from any automated teaching device.

"Media Bolsters an Adult Education Program," James R. Dorland, AV Instructor, April 1966, is the report of a highly successful community approach to the use of communications media to increase the effectiveness of existing adult education programs. The article shows how the media can be used as a supplement to existing programs, how to get local radio and TV stations involved, and how adult education programs can profit from the association.

Training Methodology. Part 4: Audiovisual Theory, Aids, and Equipment. An Annotated Bibliography, U.S. Department of Health, Education and Welfare, Washington, D.C., May 1969. This annotated bibliography contains abstracts of 332 documents published between January 1960 and March 1968 on the media aspects of training: audiovisual theory and methods, aids, facilities, and equipment.

Television in Education and Training: A Review of Developments and Applications of Television and Other Modern Audio-Visual Aids, D. A. DeKorte, N.V. Philips' Gloeilampanfabrieken, Eindhover, The Netherlands, 1967. Although television and other audiovisual aids have proven to be valuable educational tools when intelligently employed, teachers in many countries fail to understand the usefulness of these aids. A review of developments in the United

States, France, Italy, the Netherlands, and Great Britain shows that many successful courses have been given on both closed-circuit and broadcast television at all levels of education. The most sensational scheme is the Italian "Telescuola", which appears to have reduced considerably the illiteracy rate in Italy. Radio is also used effectively in many countries, often in conjunction with visual aids in the classroom. A technical survey of television and other available equipment and a study of some of its applications show that the equipment itself is perfectly capable of fulfilling its function as an aid to education. Future developments in satellites and laser beams will increase television's potential. However, unless teachers take truly revolutionary action in adapting themselves, their methods, and their subject matter, they will be unable to take advantage of the new educational tools.

IV. PROGRAM MODELS

Most of the models described in the following section exist today or were in existence a short time ago. They are examples of some of the innovative thinking that the various agencies have brought to bear on the training of ABE staff.

Curriculum

In the area of ABE curriculum, it may be stated that the U.S. Office of Education ABE Teacher Training Institutes funded under Sec. 309 of the Adult Education Act (P.L. 89-750) supply the most effective presentations of what constitutes an ABE curriculum. The 1966 and 1967 series of Institutes were basically very similar, focusing on the background of the ABE learner and the characteristics of the disadvantaged. The 1967 Institutes had a greater emphasis on the use of educational technology. The 1968 and 1969 Institutes showed a much greater diversity in the area of curriculum, but also in methodology used and presented.

The following are examples of other types of exemplary training which have been carried on.

Individualization of Instruction

The University of Connecticut conducted an ABE Institute on the Individualization of Instruction in 1968 which utilized some of the techniques that a teacher would use in an actual classroom setting. The "Practicum" sessions provided experiences in methods and techniques as well as allowed teachers to undergo some of the same experiences as a student.

On-Site Training

The University of Missouri conducted an unusual year-long training program for ABE teachers in concert with Teacher Corps. Borrowing the Teacher Corps' concept of training in the actual setting in which they will later be teaching, the University of Missouri conducted a year-long training program for ABE teachers which appeared to be quite successful. The on-site training, combined with the year-long experience for new ABE teachers, provides evidence for replicability.

Televised Instruction

The University of Maryland for three years has maintained an ABE Institute on the use of televised instruction in ABE. ABE teachers and administrators are brought together in state teams with television professionals for

the experience of preparing ABE television productions. These ABE staff members get first-hand experience in script-writing, set construction, camera techniques, audio-recording and all the areas involved in TV instruction.

Sensitivity Training

This technique has been used, more often misused, with varying degrees of success by APE Institutes. With inexperienced leaders, it can be a disaster. One of the most effective uses of the technique has been at the Florida State University. A wide range of analysis of verbal and non-verbal behavior forms the basis for this apparently well-thought out and documented technique.

In-Service Training

Project Enable (Dr. Russell Kleis, Michigan State University) is a statewide, year-long program designed to increase and improve in-service training for directors, counselors, and teachers of disadvantaged adults.

Pre-Service Training

The Central California Action Associates, an OEO-funded program, provides a good example of a systematized pre-service training program. The total program includes use of sophisticated technology, methods and procedures, content classes, a strong element in cross-culturalization

(understanding, in this case, the Mexican American), and teacher assistant training.

Leadership Training for Adult Basic Education

This program, designed by Dr. George Aker of Florida State University, provides a global program for the provision of leadership training in ABE. Included in the wide range of areas covered is a section labeled "A Training Program for Teachers of Adult Basic Education," and an organizational schema to illustrate the linkages.

Institute Format

Neighborhood Youth Corps, a national program, developed under contract a highly systematized staff training program. While one can argue about some of the elements chosen, one cannot help but compliment the efforts to effect some quality level of standardization and the techniques utilized.

English as a Second Language

There are two programs that can serve as excellent examples of ESL training programs.

-- Proteus

This program, an outgrowth of the Tulare County CAA, has produced an excellent staff and aide training program in an overall program that is bilingual and must use ESL methods.

-- Valley Migrant League

This multi-ethnic program in Oregon has developed ESL training materials and a training program for ESL teachers.

Modular Training

The Philadelphia Adult Basic Education Academy has a well-thought out, although simplistic, system for the use of modular units in the training of ABE teachers. PABEA also features a special training program in the use of the Laubach Literacy Method.

Aide Training

The Home Education Livelihood Program (HELP) in Albuquerque, New Mexico, has a highly successful teacher-aide training program in which community resources people are trained as aides up through a profession ladder to the position of master teacher.

Innovative Instructional Approaches

A report on innovative and dynamic instructional approaches in ABE from the Southwestern Cooperative Educational Laboratory focuses on seven areas, individualized instruction based on performance curriculum, team teaching as an interacting system, micro-teaching as a new and

dynamic ABE teacher training approach comprising the more relevant areas. The following is one of the views expressed: the success of an adult education program, especially one which concentrates on the needs of the undereducated adult, depends on a functional and effective instructional approach; team teaching interaction heightens the role expectations and satisfaction of teachers, irrespective of subject matter field as compared to their single teacher roles in conventional classes.

V. CONCLUSIONS

It is apparent from the literature search that there is little innovation in ABE staff training regardless of the length of time of the existence of some of the techniques and procedures. Little effort has been made to utilize existing knowledge about staff training to create effective training programs. Almost no effort is made to attempt to bring to bear knowledge from other areas of education or other fields on ABE staff training. This has resulted in the proliferation of a series of similarly unsophisticated ABE training programs and has had the effect of retarding the acceptance of ABE as a profession.

Most teachers teach in the same manner in which they were taught. To expect ABE teachers or other staff to make sophisticated use of techniques such as role-playing or innovative use of media is to expect the improbable. Unless ABE staff have internalized, and by that is meant, undergone the emotional as well as intellectual experience of a technique, method, etc., it is unlikely that they will display the desired behavior. Staff must therefore be taught by trainers using the desired techniques before these techniques will become part of their repertoire.

VI. SUGGESTIONS FOR A GENERAL ABE TRAINING MODEL

A thorough review of the existing research and programs reveals that there are general areas of agreement which can be built upon in suggesting a model ABE training program.

The goals of a general ABE training model should be similar to those of most U.S. Office of Education ABE Teacher-Training Institutes. The primary purpose as it was in most of the 1966 and 1967 Institutes is to prepare a "generalized" ABE teacher, administrator or aide. It cannot be a blueprint for preparing teachers for special ABE situations, i.e., rural populations or Spanish-speaking students, etc. The goals of such a training program are determined in a number of ways -- working backward from projections of the ABE population, analyzing the behavioral outcomes expected of adults, by review of other training models, by review of research or by the consensus and advice of experts in the field.

The program specifications, similar to Teacher Corps models, to achieve these goals include three areas of specificity. First, a program area describing curriculum modules. Second, a program area describing trainee flow

through the modules; and third, a program area describing the various institutional support systems necessary to implement the model.

Curriculum Modules

The curriculum in such a model should be structured not in courses, but in much smaller units, called modules, that can be arranged in a variety of sequences for different types of trainees. In each module the trainee should have a single objective to achieve: the time needed to complete the module should depend upon the task involved and upon the trainee's abilities. The curriculum modules should contain a large number of individual tasks. Each one should contain a statement of objective, any prerequisite modules or experiences, and the instructional setting -- i.e., small group, individual study group or large group. It should also contain a description of needed materials, the level and area of specialization for which the module is preparing the trainee, the estimated time for completion, and a set of descriptors for filing. The modules may be grouped into clusters (components, blocks, courses, etc.) which may or may not warrant course credit.

The objectives for the modules should be stated mainly in behavioral or operational terms, e.g., the trainee will demonstrate two methods of teaching English language sounds.

There can either be variety in emphasis or a variety of tracks that the trainee takes through the modules on the path to specialization. Thus, various areas could emphasize cognitive skills, human relations training, instructional procedures (methodologies) and technology.

The treatments in the modules should include the usual list of individual, small group and large group activities -- sensitivity training, micro-teaching, simulation training, programmed instruction, computer-assisted instruction, tutoring, reading, team-teaching and field experiences. Criterion-referenced performance tests should be used pre-test and post-test (after trainee has completed task). Trainees should have alternative routes available or special help if they run into difficulty.

The modules should be arranged through a series of branching sequences. Such a model could use a flow-chart to demonstrate how the various activities are to be scheduled in each module, component, cluster, block, etc. The

relationships between modules or components should be outlined carefully to show which activities occur first, and what if any activities occur at the same time. Some models will be prerequisites to others and will be taken in sequence while others will be taken only if trainees have difficulty with the mainstream modules. Different modules will be taken by different trainees, depending on their entry skills (college graduate, experienced teacher, etc.) and career goals (teacher, administrator, aide). For example, a teacher-trainee will get a module on teaching techniques whereas an administrator might not. The modules should be coded so that new programs can be built by sorting modules on variables that describe the new program. It should also provide for progressions of roles -- aide to teacher, teacher to administrator, etc.

Trainee Flow

The second area needed to attain program goals lies in trainee flow through the program. In a general model, trainees entering the program should be carefully selected from a wide range of backgrounds. Those with little or no experience will be admitted to the early stages in which they are exposed to the academic content areas.

Gradually, and for other experienced trainees, the emphasis should shift toward professional training where the trainee, after appropriate screening or testing, is placed in the sequence of modules described in the preceding section. The trainee will become involved with actual experiences gradually, i.e., teacher-trainee first receives simulated, observation and finally actual teaching experience.

Care must be taken to eliminate standardized entrance criteria, e.g., GRE, etc., if appropriate personnel are to be recruited for the training program. After entrance into the program, trainees should be tested to determine pre-requisite skills for placement, placed in the appropriate modules and proceed at their own pace. Trainees should be able to choose from at least two instructional alternatives for each objective or even negotiate to substitute a module of his own construction for one in the sequence. Since it is easy to lose track of people in an individualized system, time requirements (which may be negotiated) are defined as part of the performance criteria. Other bench marks may be established, however, if desired.

A sequence of laboratory experiences should lead gradually to actual assignments. For example, a teacher-trainee should be required to demonstrate his ability in the area of adult pupil behavior, first in a simulation laboratory and then in a classroom practicum before receiving an ABE teaching certificate. Administrators should be required to demonstrate abilities in dealing with large- and small-group situations before being given the opportunity to be assigned to an administrative or supervisory position. The sequence for practicum experience should increase gradually in time and complexity with decreasing supervision.

Support Systems

In order for the trainees to be able to flow through the many modules, it will be necessary to provide support systems -- i.e., procedures, personnel and materials -- to manage the operational program. In a general model, such as the one proposed, one needs three kinds of management support systems. One, the program support system should be planned to design, construct and test the instructional modules and to handle the logistics of the

program. The second need is for an information and evaluation support system which should collect, analyze and disseminate data for system evaluation and revision. A subsystem also monitors student progress. Finally, a model support system should include a control system to recruit, train, and manage the staff, and to provide liaison with the education community and government agencies.

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